

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Arts and Humanities  
History and Military History**

**HIST553  
History of Colonial America**

**3 Credit Hours  
8 Week Course**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

### Table of Contents

Instructor Information	Course Description
Course Scope	Course Objectives
Evaluation Procedures	Course Outline
Policies	Online Library Information
Selected Bibliography	Student Handbook

### Instructor Information

See the initial link in the classroom for your instructor contact information.

Table of Contents

### Course Description

This course will examine the political and social history of the thirteen colonies, including their European background, settlement and expansion, beginnings of culture, and the imperial context. Additionally, students will study the social consequences of colonization, migration, and war in America from 1500-1775, including the interaction of British colonists with competing European cultures (French, Dutch, Portuguese, and Spanish), with Native Americans, and with African and Afro-American slaves. The course will also include consideration of the pan-Atlantic context of Early America, cross-cultural

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

contacts, family and gender, labor systems, religious observations, crime, and other themes explored in recent social and cultural theory.

Table of Contents

### Course Scope

This course pursues a cultural approach to early colonial history. It looks at the land mass known as "North America" as a place where a number of different societies converged during a particular period of history: largely between about 1550 and 1790, to use the European system of measuring time. In the most general terms, we can define these cultural groups as Indian, African, and European, though, as we will see, this oversimplification is itself a Eurocentric device for classifying cultures. In other words, this course is not strictly about early American history as usually defined – as the English colonization of thirteen colonies along the continent's eastern seaboard – but about the history of the peoples of North America during the two centuries leading toward the American Revolution.

A fuller and deeper understanding of the colonial underpinnings of American history must examine the interaction of many peoples, at all levels of society, from a wide range of cultural backgrounds over a period of several centuries. For the colonial and Revolutionary period, this means exploring not only how the English and other Europeans "discovered" North America and transplanted their cultures there, but also how societies that had been in North America and Africa for thousands of years were actively and intimately involved in the process of forging a new, multistranded culture in what would become the United States. Africans were not merely enslaved. Native Americans were not merely driven from the land. To include Africans and Indians in American history in this way, simply as victims of the more powerful Europeans, is hardly better than excluding them altogether. Accordingly, in this course, we will follow a different path by including Africans and Indians as central to America's historical development as a society and as a nation.

Table of Contents

### Course Objectives

After the successful completion of this course, students will be able to:

CO-1. Evaluate recent scholarship on European imperialism and environmental history.

CO-2. Analyze colonial societies in Virginia, Massachusetts, Pennsylvania, & the backcountry.

CO-3. Distinguish the new world that Amerindians shaped in the era after European invasion.

CO-4. Analyze the development of racial slavery in the colonies.

CO-5. Explain the causes and consequences of the American Revolution.

Table of Contents

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are generally due by Sunday evening of the week

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

as noted and include Discussion questions are facilitated in groups through a threaded discussion, and individual assignments are submitted for review by the instructor.

Table of Contents

## Course Materials

### **Required Textbook:** *Student Purchase*

Gary B. Nash, *Red, White, and Black: The Peoples of Early North America*, 7th edition (Boston: Prentice Hall, 2014).

### **Required Readings:** *In Resources Files or Provided by Instructor*

Allen, Richard C. 2004. "In Search of a New Jerusalem: A Preliminary Investigation into the Causes and Impact of Welsh Quaker Emigration to Pennsylvania, C.1660 - 1750." *Quaker Studies* 9, No. 1: 31-53.

Andrews, Charles M. 1926. "The American Revolution: An Interpretation." *The American Historical Review* 31, No. 2: 219-232.

Bowden, Henry Warner. 1975. "Spanish Missions, Cultural Conflict and the Pueblo Revolt of 1680." *Church History*, Cambridge University Press, Vol. 44, No. 2: 217-228.

Brudvig, Jon L. "Tuscarora War." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010. (APUS Database)

Fredriksen, John C. "Yamasee War." *World at War: Understanding Conflict and Society*. ABC-CLIO, 2013. (APUS Database)

Gipson, Lawrence Henry. 1950. "The American Revolution as an Aftermath of the Great War for the Empire, 1754-1763." *Political Science Quarterly* 65, No. 1: 86-104.

Goetz, Rebecca Anne. 2009. "Rethinking the Unthinking Decision: Old Questions and New Problems in the History of Slavery and Race in the Colonial South." *Journal of Southern History* 75, No. 3: 599-612.

Kelton, Paul. 2012 "The British and Indian War: Cherokee Power and the Fate of Empire in North America." *The William and Mary Quarterly* 69, No. 4: 763-792.

Kessler, Sanford. 1992. "Tocqueville's Puritans: Christianity and the American Founding." *Journal of Politics* 54, No. 3: 776-792.

Kyles, Perry L. 2008. "Resistance and Collaboration: Political Strategies within the Afro-Carolinian Slave Community, 1700-1750." *Journal of African American History* 93, No. 4: 497-508.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Miller, Ivor. 2009. "The Genesis of African and Indian Cooperation in Colonial North America: An Interview with Helen Hornbeck Tanner." *Ethnohistory* 56, No. 2: 285-302.

Parramore, Thomas C. 2001. "The 'Lost Colony' Found: A Documentary Perspective." *North Carolina Historical Review* 78, No. 1: 67.

Richter, Daniel K. 2011. "Legacies of Power from Medieval North America." In *Before the Revolution: America's Ancient Pasts*. Cambridge, MA: Belknap Press of Harvard University Press.

Rossel, Robert D. 1970. "The Great Awakening: An Historical Analysis." *American Journal of Sociology* 5, No. 6: 907-925.

Tomlins, Christopher. 2001. "Reconsidering Indentured Servitude: European Migration and the Early American Labor Force, 1600-1775." *Labor History* 42, No. 1: 5-43.

Vaughan, Alden T. 1978. "Expulsion of the Salvages: English Policy and the Virginia Massacre of 1622." *The William and Mary Quarterly* 35, No. 1: 57-84.

#### **Additional Resources (Recommended):**

The [Chicago Footnote and Bibliography Formatting Style Guide](#) is available in the online library:

**IMPORTANT NOTE:** The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Table of Contents

#### **Evaluation Procedures**

**1. Readings, Assignments, and Participation:** You will be required to read an average of 100 pages per week, or around 800 pages for the course; probably more, depending upon your research efforts. You will also be required to thoughtfully respond to weekly discussion topics. While the discussion items will normally be drawn from the weekly reading assignments, they may be modified at the discretion of the instructor. Your responses – also called “posts” – will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class responses and discussions should abide by the University Netiquette policy. The purpose of the discussion board activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor’s role

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

is to facilitate the learning process by participating in the discussions and moving conversations by promoting an advanced level of inquiry.

Beginning in Week 1 and continuing through Week 8, there will be 100 possible grade points awarded for participation in the discussion items: one discussion each week to which you will be required to respond three times – 70 points each for contributing to the initial instructor-posted question/topic, and (at 15 points each) directly responding to *two (2)* other student postings.

NOTE: While you are, of course, free to posts any number of on point comments during a particular week, note that you will only receive a maximum of 100 points for a particular week's discussion postings, including the initial weekly discussion topic, and the two postings of your peers.

Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this will doubtless vary in accordance with the particular topic – initial posts should generally be about 250 words in length, while responses to other student's responses should be about 100 words in length. Keep in mind that, when responding to other students, it is not enough to simply state "I agree." Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic.

NOTE A new discussion will be opened to facilitate the each week's discussion topic. Once the week has passed – and that week's discussion has been ended – you will not be allowed new posts and you will forfeit any points for that particular week if you have not responded. Accordingly, make every attempt to post responses within the appropriate weekly timeframe. The weekly discussion posts make up 40 percent of the total class grade (5 percent each week).

**2. "Jamestown Matters" Website Analysis:** The "Jamestown Matters" analysis is drawn from the scholarly examination of the John Carter Brown Library (Brown University) site "Jamestown Matters." Access information is provided in the assignment instructions. This site commemorates the 400th anniversary of the English settlement at Jamestown, and contains an extraordinary gathering of "foundation" books. In order to encourage "adventurers" (investors) and "planters" (colonists) the Virginia Company of London published nine tracts between 1609 and 1615 that described in glowing terms the opportunities presented by the new colony on the James River in Virginia. The documents in this collection present one of the most important sources of information about the early years of the colony. Once you have carefully examined the material, write an informal, 750-1,000 word review of the website that answers the following three questions. Note - There is a 250 word count minimum for each question response:

1. What generalizations can be made about the early stages of English colonialism in North America?
2. How did the early English explorers view the land and people of the "New World"?
3. How did the colonists portray their role in the contact experience?

The website review shall be typed, double-spaced, and in a 12-point Times New Roman font. There will be 15 possible grade points awarded for submission of the "Jamestown Matters" analysis. See the link in

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

the course resources folders for a sample – including placeholder (Lorem Ipsum) text – for the recommended format for this assignment.

**3. Historiographical Essay – The Seven Years War and its Implications for Colonial America:** A historiographical essay summarizes and analyzes interpretations of scholars on a given issue or topic. For this assignment, your assigned topic will be the Seven Years War and its implications for Colonial America. Remember, the historiographical essay is a special type of history writing that only considers secondary sources – available through the online library EBSCO, JSTOR and ProQuest databases, among others – and traces how historians have interpreted this topic over time. Essays will be a minimum of 2,500 and a maximum of 3,500 words (10 to 14 pages) and include a *minimum* of 20 discrete, relevant, secondary sources. The reference citations are not to be included in the word count, and the essays shall be typed, double-spaced, and in a 12-point Times New Roman font. Citations – specifically the footnote and bibliography format – are required and, once again, must follow the [Chicago citation protocols](#):

**NOTE: The Historiographical Essay process consists of the following graded steps:**

*Week 5* - Submission of a preliminary annotated bibliography of works to be included in the essay. At this point, a minimum of 10, properly formatted items are required.

*Week 8* - Submission of a final, properly formatted Historiographical essay. A minimum of 20, properly formatted and cited items are required; although source annotation is not required in the final submission.

Regarding Internet sources to be used citation purposes, acceptable sites include scholarly websites and documents available through the APUS Online Library, or other academic and governmental holdings, libraries, archives and databases. For our purposes, *Wikipedia* (as well as the other “*Wiki*” sites) is not considered a valid academic source. Note that, once again, as graduate students, it is *your* responsibility to ensure the proper formatting for your working bibliography and footnote entries. There will be a total of 40 possible grade points awarded for submission of the final historiographical essay.

Table of Contents

**Evaluated Activities**

Assignment	Percent of Final Grade
<i>Week 3:</i> Submission of the “Jamestown Matters” Brown University website analysis	15%
<i>Week 5:</i> Submission of a preliminary annotated bibliography of works to be included in the historiographical essay	10%
<i>Week 8:</i> Submission of the historiographical essay - <i>The Seven Years War and its Implications for Colonial America</i>	35%
Class Participation (Computed at end of course)	40%

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Table of Contents

**Course Outline**

Week	Topic	Learning Objectives	Readings	Assignments
1	Pre-Columbian Cultures	Analyze the specific events leading up to the regional cultural evolutions in the pre-European era. (Course Objectives 1, 2, 3)	Nash, <i>Red, White, and Black</i> text: Chapter 1.  Richter- "Legacies of Power from Medieval North America."	Virtual Introduction (Mandatory).  Responses to weekly discussion issues.
2	Europeans in North America	Understand the impact of the Spanish, Portuguese, French and English expansion into the Americas. (Course Objectives 1, 2, 3)	Nash, <i>Red, White, and Black</i> text: Chapter 2.  Bowden- "Spanish Missions, Cultural Conflict and the Pueblo Revolt of 1680."	Responses to weekly discussion issues.
3	The Chesapeake and Northeast Cultures	Examine the economic, cultural and military dynamics of the initial British Chesapeake settlement patterns and the ensuing English-Indian relations. (Course Objectives 1, 2, 3, 5)	Nash, <i>Red, White, and Black</i> text: Chapters 3 and 4.  Parramore- "The Lost Colony Found: A Documentary Perspective."  Vaughan- "Expulsion of the Salvages: English Policy and the Virginia Massacre of 1622."  Kessler- "Tocqueville's Puritans: Christianity and the American Founding."	Responses to weekly discussion issues.  Submission of the "Jamestown Matters" Brown University website analysis.
4	The Coastal Societies	Examine the economic, cultural, religious and military dynamics of the British (Carolinas) and Quaker (Pennsylvania) settlement patterns and the impacts on Indian communities. (Course	Nash, <i>Red, White, and Black</i> text: Chapter 5.  Allen- "In Search of a New Jerusalem: A Preliminary Investigation Into the Causes and Impact of	Responses to weekly discussion issues.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

		Objectives 1, 2, 3, 5)	Welsh Quaker Emigration to Pennsylvania, C.1660 - 1750.”  Fredriksen- “Yamasee War.”  Brudvig- “Tuscarora War.”	
5	Slavery and the African Ordeal	Analyze the dynamics and events associated with the Atlantic slave trade, Black culture in colonial America, and slave resistance and rebellion. (Course Objectives 1, 2, 4, 5)	Nash, <i>Red, White, and Black</i> text: Chapters 6 and 7.  Goetz- “Rethinking the Unthinking Decision: Old Questions and New Problems in the History of Slavery and Race in the Colonial South.”  Kyles - “Resistance and Collaboration: Political Strategies Within the Afro Carolinian Slave Community, 1700-1750.”	Submission of a preliminary annotated bibliography of works to be included in the historiographical essay.  Responses to weekly discussion issues.
6	The Transformation of Euro-American Society and Indian Strategies for Survival	Analyze cultural impacts of European immigrants on colonial social structures and the involuntary transformations in Indian society (Course Objectives 1, 2, 3, 5)	Nash, <i>Red, White, and Black</i> text: Chapters 8 and 9.  Tomlins- “Reconsidering Indentured Servitude: European Migration and the Early American Labor Force, 1600-1775.”  Rossel- “The Great Awakening: An Historical Analysis.”  Kelton- “The British and Indian War:	Responses to weekly discussion issues.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

			Cherokee Power and the Fate of Empire in North America.”	
<b>7</b>	The Seven Years' War, the American Revolution and the Aftermath	Comprehend the military, cultural and political contexts in which the wars were prosecuted in North America with particular emphasis on Indian strategies and Indian-White relations. (Course Objectives 1, 2, 3, 5)	Nash, <i>Red, White, and Black</i> text Chapters 10 and 11.  Gipson- “The American Revolution as an Aftermath of the Great War for the Empire, 1754-1763.”  Andrews - “The American Revolution: An Interpretation.”	Responses to weekly discussion issues.
<b>8</b>	The Mixing of Cultures	Examine the cultural, social and class dynamics of racial intermingling in the late colonial period. (Course Objectives 1, 2, 3, 4, 5)	Nash, <i>Red, White, and Black</i> text: Chapter 12.  Miller- "The Genesis of African and Indian Cooperation in Colonial North America.”	Responses to weekly discussion issues.  Submission of the historiographical essay - <i>The Seven Years War and its Implications for Colonial America.</i>

Table of Contents

**Policies**

Please see the Student Handbook to reference all University policies. Quick links to many of the frequently asked policy questions are also available through the policy link at the left of the screen.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

**Writing Expectations**

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The *Chicago Style Manual* for books and research papers has long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

### **Citation and Reference Style**

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes, but also may request a formal bibliography:

**Footnotes**, the primary focus in Chicago style is used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

**Bibliography** is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

*Chicago Manual* style uses sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised superscript.<sup>1</sup>
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation please review [Chicago Manual of Style](#)

### **Late Policy:**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including discussion posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including discussion posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

potential total score earned.

### **Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

**Humor Note:** Despite the best of intentions, jokes – especially satire – can easily get lost or taken seriously. Accordingly, although I would request you use them sparingly, if you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺ . However, in my experience, I have found that it is generally better think about your posts in advance.

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

Table of Contents

### **Online Library Information**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

**Inter-Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

**Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

**Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.